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ABSTRACT

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students learn about the different types of equipment used to mix or combine foodstuffs. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (YLB)

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Youth Training Scheme

CORE EXEMPLAR WORK BASED PROJECT

Mix it!

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CORE SKILLS PROJECT
YTS

The Further Education Staff College

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ASSESSMENT OF CORE SKILLS

This series of projects contains a number of different formats for recording assessment of core skills. These formats are offered for experimental purposes; none is proven as the 'best' method. All are based on the principle that feedback to trainees is a necessary part of the learning process and that such feedback should include information on core skill development.

Further work is being carried out on the methods of assessing achievement of core skills in work-based learning and of how to log such achievement on a record which trainees can take away from YTS. Some of the results of this work will be included in later MSC/ESF Core Skills Project publications.

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INTRODUCTION

WHAT ARE WORK-BASED PROJECTS?

Work-based projects are learning materials which aim to make the most of all the possibilities for developing trainees' skills, knowledge and attitudes in the workplace. They build upon everyday workplace tasks to provide experience of the whole range of YTS learning opportunities.

The projects in this series have been tested with managing agents as part of the YTS Core Project, which is jointly financed by MSC and the European Social Fund. In some cases managing agents will be able to use the projects as they are. In others they will need to be adapted to the circumstances of a particular workplace or to the aims of a particular scheme. Some managing agents will prefer to produce their own projects. For such cases these examples aim to demonstrate some principles of good design in work-based learning materials. These principles are:

To encourage trainees to learn by doing
To make the most of all the experiences which are available to trainees in the workplaces.
To start from a real task which is seen as relevant by all parties involved — trainees, workplace supervisors, trainers and off-the-job tutors.
To help trainees see the relationships between things learnt on- and off-the-job.
To base the assessment of achievement upon trainees' actual performance in tasks.
To look for all the opportunities for learning which arise from a task and, in particular, to help trainees to develop the core skills. These skills, in number, communication, problem-solving and practical activities, are used in a wide variety of tasks and are essential if trainees are to achieve competence in those tasks*. They are the skills — of finding out information, planning how to do things, overcoming difficulties and so on — which help trainees to learn more quickly in new situations, either in the same workplace, in a different one, or in the world outside work.

Such skills are required naturally by the workplace tasks in these projects and, in requiring trainees to go beyond the task itself, the projects deliberately *add* to the range of core skills which are required in an everyday working situation. This is especially important for some of the skills of communication and problem-solving which trainees are often not given the opportunity to exercise in work experience.

These principles can be incorporated in projects for all placements and for trainees of all ability levels. Although the projects in this series follow a common format, there is no single 'best' style. Nor is any special expertise in writing necessary. Good work-based projects can be produced by anyone who is determined to help trainees to exploit all of the potential for learning in work experience.

*A technical manual 'Core Skills in YTS' is currently available from MSC. It is supported by a short introductory leaflet and a practitioner's guide for supervisors. A separate manual is available on computer literacy/information technology.

PROJECT INFORMATION

WORKPLACE

Within food preparation areas, trainees are often so busy working with job specific skills, that little opportunity occurs to broaden their capabilities.

This project has been written to develop the trainees awareness of the different types of equipment that can be used to mix or combine foodstuffs and is designed to take them out of the workplace to find out about a relatively new item of equipment that can be used in commercial food preparation areas, and also in the home environment.

The project has already been tested by several trainees who have found it useful and beneficial to their awareness of uses of equipment within their workplace.

It is also a project that could be adapted by the supervisor and trainee to deal with other items of equipment in the workplace.

LEARNING BY DOING

In completing this work-based project the trainees will have the opportunity to use the skill of "Finding out", and from their findings, will pass the information to others in a variety of ways to develop their communication skills.

They will find out about a relatively new item of equipment that is being used both in the workplace and in the home, and will identify and use as wide a variety of mechanical and manual mixing equipment as the placement has to offer.

Through using these Inter Personal Skills, the trainee will develop PERSONAL EFFECTIVENESS and will find that these Skills, amalgamated with the Basic and Job Specific Skills in the project will enable each trainee to develop his/her own learning skills.

LEARNING OPPORTUNITIES

In completing this project, the trainee will need to converse and negotiate with others both in and outside the workplace in order to achieve the Purposes.

TIMING IN TRAINING PROGRAMME

The project is designed to be used early on in the training programme, once the trainee is familiar with the placement, the tools and the equipment available for use. It is for use both on- and off-the-job.

ASSESSMENT

Throughout the work-based project the trainee is given ample opportunity to review his/her progress and should find that the learning activities within are transferable both to a different job situation and to the home. Although each section of the Action Plan contains a review to encourage self assessment, a final assessment is included to be completed by the supervisor or off-the-job tutor along with the trainee, to determine whether further practice or training is needed.

SUMMARY

To find out about food processors.

To identify and use existing mixing equipment within the placement.

To compare benefits of using different items of equipment.

To use the skills of recognising cost and value; interpreting instructions; providing information; problem solving and decision making whilst performing practical activities.

This project may be carried out on-the-job with the support of the off-the-job tutor.

SUPERVISOR'S NOTES

Read through the project with the trainee and make sure that the Purposes are understood. Whereas the trainee will need your expertise and knowledge to provide guidance whilst completing this work-based project, he/she will achieve more in the way of transferable skills by being given guidance on where to obtain information rather than by being shown how a task is done.

ACTION PLAN — PART 2: Assist the trainee in obtaining an operating manual or set of instructions for the equipment and guide him/her in the choice of suitable recipes to use so that the varying uses of the mixing equipment can be demonstrated.

Discuss future menus with the trainee so that he/she will have opportunity to use as wide a range as possible of the equipment available in the workplace.

ACTION PLAN — PART 3: The discussion of this part of the Action Plan is all important as it not only evaluates the tasks performed, but the whole of the work-based project.

ASSESSMENT

At the end of each Part of the Action Plan, through discussion with you, the trainee has the opportunity for self assessment to review his/her progress. Through this phased review, the trainee should be encouraged to expand the Learning Opportunities within the work-based project to their maximum.

When the trainee has completed the project, refer to the Record of Progress Achieved Sheet at the end of the Booklet and discuss and agree with the trainee and off-the-job tutor whether any further practice or training activities are necessary.

OFF-THE-JOB-TUTORS NOTES

Read through the project with the trainee and make sure that the Purposes are understood. It is in Part 1 of the Action Plan that the trainee will most need your assistance.

1. Suggest the trainee visits more than one supplier in order to collect as wide a range of information as possible.

2. Have ready a useful list of questions to ask the trainee on the merits of purchasing this item of equipment.

3. If the trainee is unable to answer all the questions, or has not collected sufficient information, then suggest that he/she writes to the various manufacturers of the equipment.

FURTHER ACTION

If there is a food processor in the placement, ask the trainee to demonstrate, and by doing so evaluate, all its different uses.

e.g. pastry making
mincing
slicing, etc.

This could possibly be linked to Part 2 of the Action Plan when the trainee demonstrates existing mechanical equipment.

ASSESSMENT

When the trainee has completed the project, refer to the Record of Progress Achieved Sheet at the end of the Booklet and discuss and agree with the trainee and supervisor whether any further practice or training activities are necessary.

Names

TRAINEE.....

SUPERVISOR.....

TUTOR.....

Times

Please fill in the table below to show the time you spent on this work-based project. The first column has been filled in as an example.

DATE	21/1/83				
START	9·30				
FINISH	12·30				
TIME SPENT	3 hours				

BACKGROUND

When mixing food, how often do you see a fork or wooden spoon being used? In the food preparation area there are probably drawers full of utensils that could be used to mix foods, and almost certainly, there will be an item of mechanical equipment that can be used for this purpose.

Too often, the same equipment is used for mixing all foodstuffs, whereby using a variety of the "right" utensils will give speedier and better results than using the common fork or wooden spoon.

SITUATION

Any catering placement.

PURPOSES

Doing this project will provide you with opportunities to achieve competence in the CORE SKILLS listed in the PURPOSES below. Achievement in the CORE SKILLS identified in the purposes will be assessed and recorded on your YTS Certificate. Ownership of these CORE SKILLS will make it easier for you to transfer to different work situations and to cope with changes in your future life as CORE SKILLS are part of every activity both at work and outside work.

Purposes	Core skills practised	
1 Find out about the costs and uses of food processors.	Interpreting written instructions.	6.5
	Comparing relative costs.	5.2
	Providing information in writing.	7.3
2 Locate and operate existing equipment in the workplace.	Planning the order of activities.	9.1
	Identifying and locating equipment.	12.2
	Operating equipment.	13.4
	Carrying out procedures for cleaning.	14.3
3 Compare benefits of manual over mechanical equipment.	Deciding which category something belongs to.	10.2

ACTION PLAN

PART 1

We hope that you will learn from and enjoy doing this project. READ it through and make sure you know what you have to do and at which stages of the project you will REVIEW your progress. Check your understanding of the PURPOSES and the CORE SKILLS you will practise to achieve them. On the last page there is an assessment form on which will be recorded your achievement of the CORE SKILLS stated in the PURPOSES.

Owing to large quantities of food to be prepared in commercial food preparation areas, mechanical equipment is often used for mixing. In this part of the Action Plan, you will find out about a new item of equipment that could be used in your workplace and your home.

PLAN visits to Department Stores or Electrical Suppliers and ASK for all the information, price lists and literature that is available on FOOD PROCESSORS.

1. When you have collected as much information as possible, READ it to find out:-

   What is a Food Processor?
   What is its function?
   How does it operate?
   Who manufactures this equipment?
   How much does it cost?

2. COMPARE by MAKING A LIST, the relative costs and benefits for or against purchasing one for your workplace.

3. From this comparison, DECIDE which food processor you would purchase.

4. WRITE a report giving reasons for your decision.

5. DISCUSS your Report with your supervisor or off-the-job tutor, along with the information you collected in order to write it.

   When you need a new item of equipment for your home you should now be able to collect the relevant information and compare and contrast the different items available to reach a decision as to which item you would purchase for your own use.

PART 2

Part A.

This part of the Action Plan will help you identify and operate mechanical equipment already in your workplace.

Is there an item of mechanical equipment used for mixing in your workplace other than a food processor?

1. LOCATE this item of equipment.

2. ASK your supervisor to provide you with an Operating Manual or set of instructions for the equipment and READ it to FIND OUT the uses of this item of equipment.

3. ASK your supervisor or the chef to provide you with the menus for the week ahead and from these DECIDE which three recipes would be the most effective to demonstrate the varying uses of the machine.

4. PLAN with your supervisor when you will do this.

5. OPERATE the machine using the three recipes selected.

6. When the demonstration is over, CARRY OUT the procedures for cleaning the machine and restore it to working order.

7. DISCUSS the merits of your demonstration with your supervisor.

From all the information you have read and the practical activities you have carried out whilst completing this section of the project, you will find that the skills you have achieved will be transferable to other items of equipment in different work situations.

Part B.

Not all mixing is done mechanically.

This part of the Action Plan will help you identify and use manual mixing equipment in your workplace.

Here is a list of methods of mixing or combining foodstuffs that can be done manually.

Whisking
Stirring
Blending
Kneading
Ladling
Beating
Sieving
Rolling
Rubbing in
Creaming
Folding
Mashing

1. From the equipment in your workplace IDENTIFY AND LOCATE the correct manual tools that can be used for these tasks.

2. During a working week LIST

   a) the methods of mixing you USE

   b) the tools you use to do this mixing

   c) the food stuffs involved

3. When you have completed each task, remember to CLEAN the equipment thoroughly.

4. ASK your supervisor to look at your list, and through discussion and checking of future menus PLAN and DECIDE whether any methods of mixing you have been unable to cover could be incorporated into your future work.

PART 3

This part of the Action Plan is a Review of the whole work-based project.

1. Read through the information you collected, and think about all the tasks you performed in Parts 1 and 2 of this project.

2. By comparing and contrasting the merits of using mechanical equipment over manual tools, DECIDE which items of equipment are the most beneficial to your work-place.

3. Discuss your decisions with your supervisor giving reasons for your choices.

TRAINEE REVIEW

Now that you have almost come to the end of the project, it will be useful to sit down and think about what you have learned.

With your supervisor and off-the-job tutor, discuss the project you have completed.

Refer back to the Purposes and Core Skills at the beginning of this Section and decide if these have been achieved.

1. Are you now aware of the different types of mixing tools and equipment that you can use?

2. Were any parts of the Action Plan too difficult or too easy? If so, which ones, and how did you deal with them?

3. Is there any topic you would like to do as a follow-up to this project, that you feel would be beneficial to you in your workplace, or that you would like to do out of interest?

4. How could you use what you have learned in this project, in other job situations and in your home life?

5. Now refer to the Record of Achievement sheet at the back of this booklet. With your supervisor and off-the-job tutor, discuss progress achieved and whether any further practice or training activities are needed.

SUPERVISOR REVIEW

This Review should be completed by both the supervisor and the off-the-job tutor. Refer to the Purposes and Core Skills listed at the front of this work-based project, and decide with the trainee if these have been achieved.

During this Review session, please discuss with the trainee

1. The opportunities given to find out information and the different communication skills achieved in the passing on of this information.

2. The use of food processors and their value in the workplace.

3. The different mechanical and manual equipment available for use in the placement.

4. The value of this equipment in relation to the practical activities carried out in the placement.

5. How the trainee could "follow up" this project.

6. How the use of all the equipment identified in the work-based project could be transferred to other job situations and to the home.

With the trainee and if possible, the off-the-job tutor, refer to the Record of Achievement Sheet at the back of this booklet. Discuss and record progress achieved and consider if the trainee needs any further practice or training in any of the Core Skills listed.

ASSESSMENT FORM

ASSESSMENT : RECORD OF ACHIEVEMENT

Work-Based Project Title: "MIX IT!" ..... **Trainee's Name:** .....

PURPOSE OR ACTIVITY	CORE SKILL ASSESSED		Further Training Activities	Further Practice Activities	Can Do/ Yes
1. To find out about the costs and uses of Food Processors.	6.5	Interpreting written instructions.			
	5.2	Comparing relative costs.			
	7.3	Providing information in writing.			
2. To locate and operate existing equipment in the workplace.	9.1	Planning the Order of Activities.			
	12.2	Identifying and locating equipment.			
	13.4	Operating equipment.			
	14.3	Carrying out procedures for cleaning.			
3. To compare benefits of Manual over Mechanical equipment.	10.2	Deciding which category something belongs to.			

COMMENTS: Including other achievements and details of FURTHER training and practice ACTIVITIES AGREED.

SIGNED:– **Trainee:** ..... **Supervisor:** ..... **Tutor:** .....